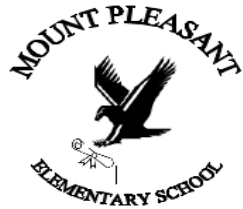


2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



Mt. Pleasant Elementary School
Mt. Pleasant Elementary District

Published During
2011-12

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I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Vision Statement: The vision of Mount Pleasant Elementary is to be a high achieving school and to set students on the path to the university.

Mission Statement: Mount Pleasant Elementary is a diversified and dedicated community of life-long learners. We are committed to the success and empowerment of students by providing access to high quality education, tailored instruction and educational opportunities. We strive to accomplish this in a responsible, safe, respectful and welcoming learning environment where the needs of all students are met and every child learns.

Mount Pleasant Elementary School is the oldest school in the Mount Pleasant School District. It is located near the eastern foothills of San Jose. The school is in a racially integrated residential community and most students live in single family dwellings. There are very few commercial establishments and no industry within the district boundaries.

Mount Pleasant provides classes from kindergarten through fifth grade. The regular staff includes eighteen teachers, two intervention teachers, principal, secretary, and custodians. In addition, the district provides a part-time psychologist, health clerk, speech therapist, and library technician. Special education personnel at Mount Pleasant includes a resource specialist and instructional aide. Services provided under the Schoolwide Program includes the Economic Impact Aid (E.I.A.), School Improvement, Gifted and Talented Education (G.A.T.E.), and Title I programs. Migrant Education and the English Language Acquisition Master Plan are coordinated. Schoolwide funding provides additional services to students to improve academic achievement, including a computer lab for enrichment, computer literacy, and word processing.

Our school values parent participation. Here are some of the many ways we seek to increase parent involvement. We have a brand new Parent Teacher Association (PTA) formally known as the Home and School Club that has annually sponsored fundraising activities which generate funds for educational field trips, special class projects, equipment for the school, and rewards and incentives for students. The School Site Council meets monthly to oversee the School Plan. Parents are encouraged to help in the classrooms, chaperon on field trips, and help with special class or school projects and activities. The parents of English Language Learners participate in the English Language Advisory Committee (ELAC). In addition to the parents programs above, the principal has created a Parent Leadership Institute where parents learn about the American educational system, California school culture, and the importance of testing and accountability.

The parents of Mount Pleasant participate in the District Parent Advisory Committee through representative members of the School Site Council/school. All parents are invited to attend the District Advisory and Superintendents Advisory Committees.

Report Cards and Progress Reports are provided to parents three times a year. Standardized test results are provided to parents in the summer with a follow-up interpretation of results at the fall parent conference. Student assessment data is gathered every year using standardized test results, benchmark assessments and writing prompt assessments. Surveys of parents and students are collected every year to determine program needs and perceptions.

We provide an after school program, and after school intervention programs in reading/language arts and mathematics. Support services to students at-risk are coordinated through the Student Study Team, Family Support Team, and S.A.R.B.

Mt. Pleasant Elementary 2010-11 School Accountability Report Card

We at Mount Pleasant Elementary School are proud of our school and its commitment to quality education. We have high expectations and believe that all children can and will learn. Our discipline will be fair and consistent. We will promote a sense of school pride in all students by recognizing student achievement and progress. Our curriculum will support our school goals and will make learning transferable to life situations. Our school will promote the idea of learning as a life-long skill where students will seek answers to questions not yet asked.

We will help students develop a positive self-image for their unique talents and respect for others. We will provide a learning environment where students can solve problems in a cooperative way. We will build an acceptance for their own learning and behavior for now and in the future. We will model exemplary citizenship so children will have respect for their country and the laws that govern it. We will encourage independent learning and a sense of inquiry.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Linda Sendig, SSC President	408-772-7213

Parent involvement is a high priority at Mount Pleasant Elementary School. Processes and procedures are in place that provide opportunities for parents to give input and receive information about their children's education. The following programs or organized activities provide opportunities for parental involvement: Home and School Club, School Site Council, ELAC, fundraising activities, classroom volunteers, volunteer reading tutors, kindergarten orientation, annual Back-to-school Night in Fall, annual Open House in Spring, parent-teacher conferences, monthly newsletter, Park Pleasant Neighborhood Association, District Advisory Committee, field trip chaperons, library assistants, parenting classes, adult ESL classes.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	78
Grade 1	62
Grade 2	53
Grade 3	60
Grade 4	68
Grade 5	70
Total Enrollment	391

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	3
American Indian or Alaska Native	1	Two or More Races	1.00
Asian	7	Socioeconomically Disadvantaged	78.3
Filipino	2	English Learners	67
Hispanic or Latino	85	Students with Disabilities	6.9
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					20	4			23.7		3	
1					20	4			23.3		3	
2					19	4			22.3	2	1	
3					23	3			24.7		3	
4					31	3			27		3	
5					29		2		26.3		3	
K-3	18	1			0							
3-4	0				0							
4-8	0				0							
Other					0							

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

The Safe School Plan was written by a representative group of stakeholders, including school staff and community members in consultation with law enforcement, to address the safety concerns identified by students, staff and the community at the four elementary school sites in the district.

The following areas were identified as safety concerns:

student attendance, school climate, student safety to and from school, and physical environment. School climate incorporates issues related to character education, student refusal skills and student resiliency.

Our school incorporates the PeaceBuilders program which allows students to build character. All students participate in weekly PeaceBuilder Pledge and those students who received praise notes for being good citizens receive an award. In addition to PeaceBuilders, our school has adopted the BEST Behavior Program where three essential rules are followed: Be Safe, Be Responsible, and Be Respectful. When students are found breaking one of these rules, he or she is given time to think about his action and then asked what the best behavior should have been. This limits the number of misconduct notices, suspensions or expulsions.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.7	77	6.92	15.8		15.04
Expulsions	0	0	0.67	0.4		0.42

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

A safe and orderly environment is one of the top priorities of Mount Pleasant School. Through the efforts of the school custodians and Maintenance Department, the campus is kept safe and clean and projects an image of order. A climate for learning is maintained by an efficient use of time and resources. Personnel are effectively used and are specialized in their function. Interruptions and superfluous matters are kept to a minimum. Rules, discipline standards, and expectations are clear and consistent. Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space). Suitability of the facility as a learning environment including, but not limited to: cleanliness, building condition, lighting, heating and cooling systems, noise negation, condition of the school's fire alarm system, and the condition of the school's technology infrastructure Although Mount Pleasant Elementary School is the oldest school in the district, it has been maintained and updated on a regular basis.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 8/25/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating		—	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	25	22	21	124
Teachers without Full Credential	1	0	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.6	0.4
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Mt. Pleasant Elementary School has met all of William's requirements. It also passed the Santa Clara County Office of Education inspection in August.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	MacMillan McGraw Hill for grades K-6	0	July 2010
Mathematics	MacMillan McGraw Hill for grades K-6	0	May 2009
Science	MacMillan McGraw Hill for grades K-6	0	May 2008
History-Social Science	MacMillan McGraw Hill for grades K-6	0	May 2003
Foreign Language			
Health			
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$66,420.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Not applicable

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,209	\$41,183
Mid-Range Teacher Salary	\$65,326	\$63,647
Highest Teacher Salary	\$91,427	\$80,955
Average Principal Salary (Elementary)	\$102,991	\$102,400
Average Principal Salary (Middle)	\$103,505	\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$164,124	\$151,742
Percent of Budget for Teacher Salaries	12	41
Percent of Budget for Administrative Salaries	2	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	32	38	40	41	44	45	49	52	54
Mathematics	39	42	51	41	49	51	46	48	50
Science	27	38	43	40	51	54	50	54	57
History-Social Science	0	0	0	22	31	32	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45	51	54	32
All Students at the School	40	51	43	0
Male	39	55	52	0
Female	40	45	32	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	81	76	0	0
Filipino	0	0	0	0
Hispanic or Latino	36	50	42	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	39	50	37	0
English Learners	40	53	38	0
Students with Disabilities	24	24	0	0
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	42.1	22.4	5.3
7	0	0	0
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	2	2
Similar Schools	4	2	3

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-11	10	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	6	36
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-9	5	32
English Learners	-3	20	29
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	747	765	778
Black or African American		710	696
American Indian or Alaska Native			733
Asian	899	908	898
Filipino		900	859
Hispanic or Latino	736	733	729
Native Hawaiian or Pacific Islander		790	764
White		815	845
Two or More Races			836
Socioeconomically Disadvantaged	738	740	726
English Learners	759	743	707
Students with Disabilities	545	560	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers are currently receiving training on Literacy Development and its application to the implementation of the new adopted curriculum. Teachers will eventually receive 20+ hours of staff development directly connected to the new adoption.

Teachers have also participated in a two-day training on the Kagan Program. This constitutes 16+ hours of staff development.

The Leadership Team of each site has continued the journey of school reform by implementing Robert Marzano's Effective School's training through the SCCOE. The team has shared their learning's with the staff. Site principals have and district office administrators have been visiting classrooms looking for elements of our Effective School Model. A few of these elements are classroom learning goals, active engagement strategies, and differentiated instructional strategies.

Our district teachers will continue with Professional Learning Communities in like grade level teams. The goal of the PLC this year is to close the achievement gap, by tracking three students and monitor effectiveness of classroom instructional strategies.

The first district staff development day was reading instruction for the new K-6 reading series. In addition, each grade level will receive approximately 12 additional hours of reading instruction by a consultant from SCCOE. The consultant is providing AB 372 implementation strategies as well. The Middle School staff received training in required elements of cyber safety.

The second staff development was Part II of Kagan cooperative learning and active engagement strategies. This is a continuation of training from 2009-2010. The third staff development day will be on whole school instructional reading strategies, which will begin the transition to implementation of the Common Core Standards.

During the Summer of 2009 teachers had the opportunity to attend staff development in the area of English Language Development. Each site had a team attend the three-day training.

The first district staff development day dealt with strategies to address closing the achievement gap. In addition, Professional Learning Community (PLC) protocols were established, as certificated staff would be meeting in PLC groups 8 times during the school year. The PLC groups were teacher's choice. The following will be studied by PLC's: Math problem solving, ELD, Writing, Enhancing instruction through technology, writing strategies. The second district staff development day dealt with problem solving strategies and the use of technology. The third staff development day focused on Kagan Cooperative Learning techniques. These techniques will strengthen the delivery of effective ELD instruction and the gradual release instructional model.

Site Leadership Team's that began the journey of school reform by attending the Robert Marzano's based Effective School's training through the COE in 2007, received additional training from Debra Pickering on standards based assessments during the summer and throughout the school year (5 meetings). The teams continue to share their learning's with staff and modifications of our instructional plan. These teams have also been instrumental in developing our district's Effective School Model.

During the Summer of 2009 teachers had the opportunity to attend staff development in the area of English Language Development and Writing. In addition, teachers during the summer had the opportunity to work on their yearly instructional plans in the area of ELA, Mathematics, Science and Social Studies. The plans were shared during the first district wide staff development day in August. During the school year teachers attended an ELD staff development, the Noyce Foundation's Math workshop and the Kagan Institute workshop during the district staff development days. Moreover, the staff has received training in data analysis of the School City Data, especially on how to use this data to modify instruction. The Leadership Team has completed the journey of school reform by attending the Robert Marzano's based Effective School's training through the COE. The team has shared their learnings with the staff and modifications of our instructional plan.

Our teachers began the cycle of inquiry in order to create interventions for those students not meeting our district and State goals. Furthermore, our school district has facilitated Professional Learning Communities where our teachers can collaborate with teachers from other schools and look at ways to improve their profession.

The Leadership Team of each site has continued the journey of school reform by implementing Robert Marzano's Effective School's training through the SCCOE. The team has shared their learning's with the staff. Site principals have and district office administrators have been visiting classrooms looking for elements of our Effective School Model. A few of these elements are classroom learning goals, active engagement strategies, and differentiated instructional strategies.

Our district teachers will continue with Professional Learning Communities in like grade level teams. The goal of the PLC this year is to close the achievement gap, by tracking three students and monitor effectiveness of classroom instructional strategies.

The first district staff development day was reading instruction for the new K-6 reading series. In addition, each grade level will receive approximately 12 additional hours of reading instruction by a consultant from SCCOE. The consultant is providing AB 372 implementation strategies as well. The Middle School staff received training in required elements of cyber safety.

The second staff development was Part II of Kagan cooperative learning and active engagement strategies. This is a continuation of training from 2009-2010. The third staff development day will be on whole school instructional reading strategies, which will begin the transition to implementation of the Common Core Standards.